

### Specific Learning Disability (SLD) Certification

The Multidisciplinary Team members are required by Indiana's Article 7 (511 IAC 7-40-5(g)(2)(C)) to sign this document to certify their individual opinions for the Case Conference Committee, as to whether or not they believe this student has a Specific Learning Disability, and the basis for having that opinion. A team member who does not agree with the findings of the Educational Evaluation must attach a separate opinion statement.

#### **1. Evidence of Underachievement Relative to Age or Grade**

☐ No ☐ Yes

Evidence	Data Sources
<input type="checkbox"/> A. Student's level of academic performance below expected level and significantly below that of peers. <input type="checkbox"/> B. Student's rate of learning significantly different from that of peers. <input type="checkbox"/> C. Evidence of convergence.	<input type="checkbox"/> ISTEP+ <input type="checkbox"/> Districtwide assessment data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Group intervention data <input type="checkbox"/> Norm-referenced and criterion-referenced assessments <input type="checkbox"/> Observation <input type="checkbox"/> Other, please specify:

#### **2. Evidence of Insufficient Progress OR Pattern of Strengths/Weakness**

☐ No ☐ Yes

Evidence	Data Sources
<u>Insufficient Progress</u> <input type="checkbox"/> A. Supplemental intervention provided prior to or during evaluation. <input type="checkbox"/> B. Supplemental intervention provided as designed. <input type="checkbox"/> C. Sufficient and appropriate progress monitoring data collected. <input type="checkbox"/> D. Lack of progress demonstrated during the intervention period.  <u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. Normative weakness(es) in academic area(s) of difficulty. <input type="checkbox"/> B. Normative weakness(es) in corresponding area(s) of cognitive abilities. <input type="checkbox"/> C. Average, near average, abilities in remaining academic/cognitive areas. <input type="checkbox"/> D. Pattern of S and W relevant to SLD.	<u>Insufficient Progress</u> <input type="checkbox"/> Cumulative Record <input type="checkbox"/> Social/developmental history <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Progress monitoring data and graph <input type="checkbox"/> Teacher/Parent/Student Interview <input type="checkbox"/> Observation <input type="checkbox"/> Other, please specify:  <u>Patterns of Strength/Weakness</u> <input type="checkbox"/> Norm-referenced achievement data <input type="checkbox"/> Norm-referenced cognitive data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data

#### **3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are NOT Primary Factor for Underachievement.**

☐ No ☐ Yes

Evidence	Data Sources
<input type="checkbox"/> A. Primary cause not limited English Proficiency <input type="checkbox"/> B. Primary cause not socio-economic, ethnic, racial, or familial. <input type="checkbox"/> C. Primary cause not disability related to emotional, cognitive, or sensory domain.	<input type="checkbox"/> Cumulative Record <input type="checkbox"/> Attendance Records <input type="checkbox"/> Social Developmental History <input type="checkbox"/> Assessment Data <input type="checkbox"/> Parent/Student Interview <input type="checkbox"/> Observation

<b>4. Evidence that Exclusionary Factor: Lack of Appropriate Instruction is <u>NOT</u> Primary Factor for Underachievement.</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span>	
Evidence	Data Sources
<input type="checkbox"/> A. Appropriate instruction provided. <input type="checkbox"/> B. Consistent attendance during instruction. <input type="checkbox"/> C. Instruction provided by qualified personnel.	<input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Intervention Documentation <input type="checkbox"/> Progress Monitoring data <input type="checkbox"/> Teacher/Parent/Student Interview
<b>5. Evidence of adverse impact on academic performance and student's need for specially designed instruction.</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span>	
Evidence	Data Sources
<input type="checkbox"/> A. Curriculum needs identified. <input type="checkbox"/> B. Need for specially-designed instruction identified.	<input type="checkbox"/> School records <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Progress Monitoring data <input type="checkbox"/> Teacher/Parent Student Interview <input type="checkbox"/> Observation <input type="checkbox"/> Report cards, progress reports <input type="checkbox"/> Intervention progress notes
Educational Evaluation findings:  ____ Yes, there is sufficient evidence of all criteria to support determination of SLD in the specific area(s) of:  <div style="margin-left: 40px;"> <input type="checkbox"/> Oral expression  <input type="checkbox"/> Listening comprehension  <input type="checkbox"/> Written expression  <input type="checkbox"/> Basic reading skills  <input type="checkbox"/> Reading fluency skills  <input type="checkbox"/> Reading comprehension  <input type="checkbox"/> Mathematics calculation  <input type="checkbox"/> Mathematics problem solving.         </div>  ____ No, there is not sufficient evidence of all criteria to support determination of SLD	
Multidisciplinary Team Members:  Name/Title/Signature: <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	